

Beginning with Fiction

Lesson Preparation

| Daily Lesson 7 | | WORD STUDY | | READING | | | | | | | | | | |
|--|----------------|--|-----------------|---|--------------|----------|-------------|---------|-----|---------|---|--|--|--|
| | | TEKS | Ongoing TEKS | TEKS | Ongoing TEKS | | | | | | | | | |
| | | E1.1B | | E1.Fig19B E1.5B | | | | | | | | | | |
| Key Understandings and Guiding Questions | | <ul style="list-style-type: none">Understanding new words, concepts, and relationship enhances comprehension and oral and written communication. <p>— Can the same word represent a positive, negative, and neutral meaning? Explain</p> | | <ul style="list-style-type: none">Understanding connections between literary elements facilitates the reader’s ability to make meaning of text. <p>— What techniques do authors use to help the reader make connections?</p> <ul style="list-style-type: none">Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— How do authors use literary techniques to communicate a message?</p> | | | | | | | | | | |
| Vocabulary of Instruction | | <ul style="list-style-type: none">DenotationConnotation | | <ul style="list-style-type: none">Characterization | | | | | | | | | | |
| Materials | | <ul style="list-style-type: none">Vocabulary Notebook (1 per student)Chart paper (if applicable) | | <ul style="list-style-type: none">Reader’s Notebook (1 per student)Teacher Reader’s Notebook (1)Fictional text (class set)Chart paper (if applicable) | | | | | | | | | | |
| Attachments and Resources | | | | <ul style="list-style-type: none">Handout: Characterization (1 per group of 3-4 students) | | | | | | | | | | |
| Advance Preparation | | <div><div>1. Prepare to display visuals as appropriate.</div><div>2. Create a list of words that have a positive, negative, and neutral connotation. Use this list to create a table.</div><table><tr><td>Positive</td><td>Neutral</td></tr><tr><td>discuss</td><td>converse</td></tr><tr><td>inquisitive</td><td>curious</td></tr><tr><td>ask</td><td>request</td></tr></table></div> | Positive | Neutral | discuss | converse | inquisitive | curious | ask | request | <div><div>1. Prepare to display visuals as appropriate.</div><div>2. Locate Anchor Chart: Reader’s Toolbox</div><div>3. Select a portion of the fictional text which shows characterization techniques that can be used for a more in-depth understanding of a character.</div></div> | | | |
| Positive | Neutral | | | | | | | | | | | | | |
| discuss | converse | | | | | | | | | | | | | |
| inquisitive | curious | | | | | | | | | | | | | |
| ask | request | | | | | | | | | | | | | |

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| | <p>3. Create sentences that show how the context in a sentence brings meaning to a word. Examples:</p> <ul style="list-style-type: none"> • The teacher lectured the poor innocent student. • I was studying all of the activity on my former best friend's Facebook page. • The odor coming from the candle was delightful. | |
| Background Information | <p>Connotation/connotative meaning - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling <i>blue</i>)</p> <p>Denotation/denotative meaning - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Etymology - the origin and history of a word; the study of word derivation</p> <p>Synonyms can easily be found by using the word processing tool on your computer. Pick a word and type it in. Right-click on the word and ask for synonyms. Based on your knowledge pick the positive, neutral, and negative connotation of the word.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple entries that demonstrate knowledge of new words, their meanings, and origins."</i></p> | <p>When students make complex inferences about characters, they find deeper meaning in texts. It is important for them to move beyond appearances and stereotypes to the depth and complexity of well-developed characters.</p> |
| Teacher Notes | | |

Instructional Routines

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| Daily Lesson 7 | | |
| Duration and Objective | <p>Suggested Duration: 10-15 min.</p> <p>Content Objective: Students recognize and analyze the difference between the denotative and connotative meaning of words.</p> | <p>Suggested Duration: 40-45 min.</p> <p>Content Objective: Students analyze and draw conclusions about characters in literature.</p> |
| Mini Lesson | <ol style="list-style-type: none"> 1. Ask the students if they know what connotation and denotation mean. 2. Explain that one way to help them remember is the letter “d.” Denotation refers to the literal meaning of a word, such as the <i>dictionary definition</i> of a word. Connotation refers to the idea or feeling a word invokes in addition to its literal definition. Students record notes in their Vocabulary Notebook. 3. Ask: Can the same word represent a positive, negative, and neutral meaning? Explain. Discuss responses. 4. Display the table with synonyms that have positive, neutral, and negative connotations. Explain that these synonyms have very similar denotations, or literal dictionary definitions, but their connotations are quite different. Discuss each word briefly. 4. Explain that words do not always carry a particular connotation. An author can use context clues around the word to present meaning and change or create the connotation of the word that they desire. 5. Display the sentences you have written. Instruct students to analyze the textual context of each bolded word. | <ol style="list-style-type: none"> 1. Explain that during Daily Lesson 06, students used questioning to better read the world around them. Today they will continue to question as they draw inferences about the characters in the text. 2. Ask: Upon meeting a person for the first time, what do you notice first? Clothing? Speech? Actions? Discuss responses. 3. Introduce the term: <i>foil</i>. Ask: How does the use of a foil help us better understand the main character(s)? Discuss responses. 3. Share that effective authors use literary techniques to bring their characters to life. Display Handout: Characterization. 4. Review the terms <i>protagonist</i> and <i>antagonist</i>. Discuss the different literary techniques authors use to develop characters. Instruct students to pay attention to these types of details in the text. 5. Read aloud the pre-selected section of the fictional text. 6. As a class, discuss the details students noticed in the text. 7. As a class, analyze and draw conclusions about the character, using the Handout: Characterization. |
| Learning Applications | <ol style="list-style-type: none"> 1. Students work with a partner and identify the denotative and connotative meaning of the word before reading the sentence. 2. Students read the word in context, and then determine whether the word has a positive, negative, or neutral connotation. | <ol style="list-style-type: none"> 1. Students continue to read the text silently or in their Collaborative Groups. 2. Students work in Collaborative Groups to analyze and draw conclusions about the character, using the Handout: |

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| | 3. Students select a synonym with a positive connotation from the table and use it in a sentence so that it imparts a negative connotation. | Characterization. 3. Monitor and provide assistance as necessary in small groups. |
| Closure | 1. Partners share their sentences with another pair of students and discuss how connotation and context affect the meaning of a word. | 1. Ask: How can learning to analyze a character help you read a person in the “real world”? Discuss responses. |